DOCUMENT RESUME

ED 031 190 JC 690 212

Long-Range Master Plan for Montgomery Junior College.
Montgomery Junior Coll., Rockville, Md.
Pub Date 19 Sep 68
Note-39p.
EDRS Price MF-$0.25 HC-$2.05
Descriptors-*Advisory Committees, *Campus Planning, *Junior Colleges, *Master Plans, *Planning
Identifiers-Maryland

This master plan was designed to estimate future needs of the 3-campus college (according to population trends, economic development, changes in educational theory, available sites and facilities), to present the findings and recommendations at a community conference, and to develop a long-range plan with specific recommendations for action. In its exploratory work, the advisory committee was impressed by the spirit of innovation current in the nation's 2-year colleges, by their pragmatism and willingness to experiment, by their efforts to improve both teaching and learning, by their extensive community services, and by their open-door policies. The Committee's major findings and recommendations are summarized under admission policy, programs, adaptation to change, sites and facilities, various demographic and pedagogical influences, special services, a performing arts center, salary schedules, etc. Responses from the conference participants are discussed. This report may serve as a guide for other long-range planning commettees. (HH)

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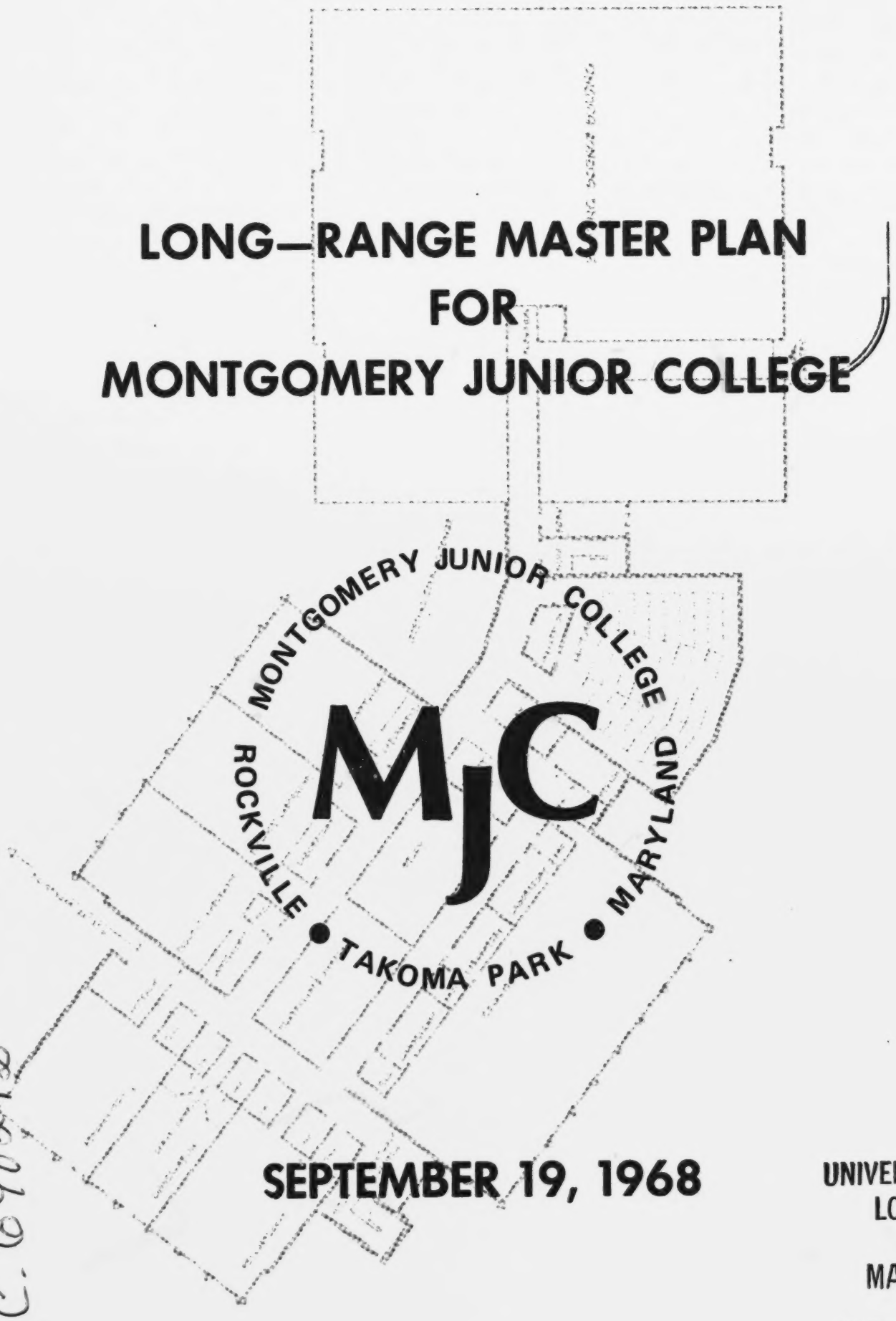
COMMUNITY ADVISORY COMMITTEE

LONG—RANGE MASTER PLAN FOR MONTGOMERY JUNIOR COLLEGE



SEPTEMBER 19, 1968

JC. 690212

UNIVERSITY OF CALIF.
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INFORMATION

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INTRODUCTION

On July 17, 1967, the Board of Trustees authorized the formation of a Community Advisory Committee for a Long-Range Master Plan for Montgomery Junior College. It charged the Committee with three tasks:

I. To respond to the following questions:

   A. What will the population of the county and the metropolitan area likely be over the balance of the century?
   B. What influence will the age, income, and geographic distribution of the population potentially have on the College for the balance of the century?
   C. What influence will economic and social development in and near the County likely have on the College over the long-range future?
   D. What effect should changes in the philosophy of learning and in instructional approaches have on the development of the College for the foreseeable future?
   E. What type of programs, both credit and non-credit, should the College develop over the next three decades?
   F. What special services should the College provide for its students and the community in order to fulfill its objectives as a community college as it develops over the long-range future (e.g., counseling, testing, cultural events)?
   G. What are the likely needs for site acquisition over the next several decades?
   H. What facilities should be planned to meet the educational needs of the community over the next several decades?

II. To conduct a conference in June, 1968, to provide a broad community base of discussion and reaction to the Committee's initial findings and recommendations.

III. To develop a final long-range plan for the College with specific recommendations for action.

To date, the Committee has met as a whole 14 times, has had the opportunity to hear and question eight consultants (see Appendix II), and has toured the Takoma Park and Rockville campuses. Each member of the Committee has been provided with copies of many reference publications (see Appendix V).

Over these past months the Committee has been increasingly impressed by the open-minded, innovative character of the nation's leading two-year community colleges. The Committee has come to feel that these are truly the growing edge of American education for the next several decades. Many community colleges are as yet so new that they have not had time to develop binding traditions. This has been a strength as well as a weakness, since their pragmatism and their willingness to experiment are strong and invigorating.

The involvement of community college faculties in improving the quality of teaching is admirable, and achieving successful learning in an increasingly high proportion of students seems to be the single most important criterion of a "good" community college. We applaud the inclusion of the community services function in the programs of two-year community colleges, and were somewhat overwhelmed to discover how extensively this concept already has been developed at other institutions. We also committed ourselves unequivocally to the principle of the fully open-door admission policy, having the conviction that the educational or occupational contribution the College can make to the young person who does not yet know what he will do or how far he can go is one of the most worthwhile objectives a community college can pursue.

The Committee wishes at this time to express its appreciation to Dr. William C. Strasser for his openness and responsiveness to every question and request, to Mr. Stanley M. Dahlman for his unfailing helpfulness and good humor, and to Mrs. Alice O'Brien for her excellent minutes and revivifying supplies of hot coffee.

On June 15, 1968, the Committee convened a Community Conference at Montgomery Junior College, consisting of 88 community leaders, major employers and representatives of County-wide organizations. The Conference used as its working papers The Interim Report (May 16, 1968) of the Community Advisory Committee. The recommendations of the Conference have been incorporated into the body of the Committee's final report, and a more detailed summary of the Conference's comments and suggestions appears in Appendix VI.

The Community Advisory Committee herewith submits to the Board of Trustees its findings and recommendations for Montgomery Junior College over the next several decades. It has been a pleasure and a privilege to have participated in this effort.

SUMMARY OF MAJOR FINDINGS AND RECOMMENDATIONS

ADMISSION POLICY

Enrollments at two-year community colleges in Maryland are expected to rise from 20% of the enrollments at all the State's institutions of higher education to over 40% by 1980. Four-year colleges and universities are becoming increasingly selective, the need for skilled manpower will increase enormously, and people in a much wider range of age groups will wish to attend community colleges for diverse educational, occupational, cultural and recreational reasons.

A fully open-door admission policy will affirm Montgomery County's intention to offer educational programs and services beyond the high school to all who desire and can profit from them. Eligibility for admission should include both young people and adults; academically or vocationally oriented, full-time or part-time, degree or non-degree for credit or non-credit.

PROGRAMS

Many people think of the two-year comprehensive community college only as the first two years of a traditional college program. It is much more than that, or should be, with deep roots in the community's needs and interests. For example:

MJC's Occupational Program should expand in the direction of "certificate" and "letter of recognition" programs and courses in addition to its two-year A.A. degree program. Occupational students of all ages should have the option to prepare for the job market, or to expand, upgrade or update existing vocational skills, without having to take the 40% of straight academic courses that are part of the present degree requirement.

MJC's Community Services Program should vigorously encourage and facilitate widespread community use of the College's many resources, through provision of its physical facilities; special courses or programs tailored to the educational or occupational needs of particular business and community groups; and educational, cultural and recreational events and activities that appeal to a wide variety of community interests.

ADAPTATION TO CHANGE

The information explosion and the accelerating rate of technological change will result in continually changing educational expectations. The student body will become increasingly heterogeneous. New approaches to teaching and learning will involve

much wider use of self-teaching and multi-media methods of instruction. Faculties will experience new pressures, and some shortages.

Procedures should be developed that enable the College to respond quickly, flexibly and constructively to change. These include periodic review and evaluation of existing programs, commitments, communications, and organization for instruction; aggressive exploration of new program opportunities; strong programs of testing and research into the achievement of objectives; a future separate Board of Trustees; and a broad system of advisory committees in occupational areas, including employers, technical experts, faculty members, and students.

SITES AND FACILITIES

MJC's total enrollment is expected to rise from a present level of 5,000 to over 20,000 students by the year 2000, and conceivably as high as 50,000. Present population density and growth projections indicate that at least three major campuses (5,000 full-time equivalent students or more) will be required to serve Montgomery County's needs:

1. The present Rockville Campus, due to be completed and to reach capacity enrollment by 1972.

2. A down-County campus to serve the Silver Spring-Takoma Park-Wheaton-Bethesda area. This campus is urgently needed now.

3. An up-County campus out along the 70-S corridor beyond Gaithersburg. This site should be purchased now, to minimize land costs.

New College facilities should be designed for maximum flexibility, and built with the potential for expansion considerably beyond their originally planned capacity.

A Performing Arts Center for Montgomery County should be built on the present Rockville Campus. The land is available, the location is central, and 50% of construction costs could be obtained through State aid.

Responses to questions asked by the Board of Trustees:

A. What will the population of the County and the metropolitan area likely be over the balance of the century?

1. Montgomery County's population will approximately double by the year 2000. Job opportunities in the County will increase by approximately 75%.*

	1967-68	1985	2000
Population	491,000	763,000**	1,000,000
Households	130,000	220,000	---
Jobs	150,000	---	278,000

2. The population in the metropolitan area will increase by approximately 50% by the year 2000. Job opportunities in the metropolitan area will increase by approximately 75%.*

	1967-68	1985	2000
Population	2,500,000	---	3,800,000
Households	800,000	1,645,000	---
Jobs	1,200,000	---	2,100,000

3. These projections indicate that Montgomery County's population will rise somewhat faster than the increase in its job opportunities by the year 2000. However, the reverse will be true of the metropolitan area as a whole.

* Maryland-National Park and Planning Commission.
** Economic Basis for Renewal, City Planning Associates, Inc., Jan., 1968.

B. What influence will the age, income, and geographic distribution of the population potentially have on the College for the balance of the century?

Age:

1. By 1985 there will be about 30,000 more people in Montgomery County in the 15-24 age group, about 92,000 more in the 25-44 age group, and about 36,000 in the 45-64 age group. The proportion of young people in the potential college-going age group to the total population is expected to remain fairly constant over the next several decades, but their absolute numbers will rise by about 10 to 14% every five years.

Table I. Population Trends in Montgomery County by Sex and Age Groups, 1950-65, and Projections to 1985

Year	1950	1960	1965	1970	1975	1980	1985
Total	164,423	341,000	428,500	508,000	594,800	681,900	763,000
Total Male	81,200	166,700	206,500	242,300	281,300	323,300	360,900
Age Group							
Under 5	10,900	21,500	24,400	33,000	38,800	42,000	45,100
5-14	14,300	40,300	48,900	54,300	66,100	82,400	92,400
15-24	10,100	17,800	27,100	30,000	34,300	38,800	44,000
25-44	27,900	49,500	57,800	64,400	73,500	85,000	96,000
45-64	14,200	30,500	39,400	49,700	55,400	58,300	62,500
65+	3,800	7,100	8,900	10,900	13,200	16,800	20,900
Total Female	83,233	174,300	222,000	265,700	313,500	358,600	402,100
Age Group							
Under 5	10,528	20,800	24,000	31,100	36,700	39,100	41,800
5-14	13,310	39,400	49,500	56,100	68,300	82,800	92,500
15-24	10,107	18,700	29,100	32,900	37,300	40,500	45,400
25-44	29,516	54,300	67,900	81,600	98,100	116,600	131,900
45-64	14,342	30,200	37,700	47,800	53,000	55,600	60,700
65+	5,420	10,900	13,800	16,200	20,100	24,000	29,800
Total Male & Female							
Age Group							
Under 5	21,428	42,300	48,400	64,100	75,500	81,100	86,900
5-14	27,610	79,700	98,400	110,400	134,400	165,200	184,900
15-24	20,207	36,500	56,200	62,900	71,600	79,300	89,400
25-44	57,416	103,800	125,700	146,000	171,600	201,600	227,900
45-64	28,542	60,700	77,100	97,500	108,400	113,900	123,200
65+	9,220	18,000	22,700	27,100	33,300	40,800	50,700

Source: For 1950 and 1960, from U. S. Census of Population. Projections to 1985 from Economic Basis for Renewal, City Planning Associates, Inc., Jan. 1968.

Approximately 70% of Montgomery County's public school graduates now continue their education beyond high school. The two-year college is already replacing high school graduation as the minimum expected level of education in Montgomery County. The possibility should also be considered that two-year colleges may eventually replace the freshman and sophomore years of traditional four-year colleges and universities. In the future, therefore, an increasing proportion of Montgomery County's high school graduates may be expected to enroll at its two-year college campuses.

This conclusion is supported by the enrollment projections of the Maryland State Advisory Council for Higher Education, which estimates that full-time undergraduate enrollments at community colleges will increase from 23% of total enrollments in State institutions of higher education in 1967 to 40.2% by 1980.*

2. Acceptance of the community college concept will also result in increased enrollments. People in a wider range of age groups will wish to attend the College for diverse educational, occupational, cultural, and recreational reasons. Adults, for example, may return to school to update skills or upgrade earning capacity. Women in the post-45 age group may return to school for pleasure or to prepare for employment as their family responsibilities diminish. Many adults will be interested in non-credit, non-degree-oriented courses rather than degree-granting programs.

*Working Papers for a Master Plan for Higher Education in Maryland, Advisory Council for Higher Education, December, 1967.

Income

3. Family incomes in Montgomery County will remain high and will continue to increase. Higher education will be within the financial reach of an increasing proportion of the population. More adults will be able to use their leisure time for cultural and recreational activities. College facilities will increasingly be utilized for these community purposes as well as for more traditional educational programs.

TABLE II. Estimated, Average Effective Buying Income,*Per Capita and Per Household, Selected Maryland Counties, 1967.

County	Per Capita Income	Rank	Per Household Income	Rank
Montgomery	$3,992	1	$14,552	1
Prince George's	2,961	4	11,021	4
Baltimore (city and county)	2,903	5	9,987	5
Howard	3,302	2	12,313	3
Anne Arundel	3,145	3	12,545	2

*Income after all federal, state, and local taxes have been deducted. From Sales Management Magazine, Annual Survey of Buying Power, June, 1968.

4. It will be necessary to maintain salaries at a level competitive with other area institutions of higher education and other potential employers in order to guarantee the College a faculty of qualified teachers. The median professional income in Grades A through E (exclusive of administrative and supervisory personnel) is now $10,466.

MJC Ten-Month Faculty Salaries
FY 1968 (1967-68 Academic Year)

75 Percentile	-	12,136
50 Percentile	-	10,466
25 Percentile	-	8,644

(See Appendix III: Professional Salary Schedules.)

Geographic Distribution

5. Montgomery County may be expected to grow generally along the lines set forth in the General Plan (wedges and corridors). The 70-S corridor will absorb the largest population increase over the next 30 years. Conservative estimates based on the General Plan and approved and proposed master plans offer the following projections for population growth above present levels by the year 2000:

Rockville	-	25,000
Gaithersburg	-	100,000 to 150,000
Germantown	-	90,000
Clarksburg	-	40,000
TOTAL	-	200,000 to 300,000

6. A major new community college facility is urgently needed in the Silver Spring-Takoma Park-Wheaton-Bethesda area, which is now already densely populated. Planning should begin now for another major facility out along the 70-S corridor, where Montgomery County's greatest population growth over the next several decades will probably be concentrated.

C. What influences will economic and social development in and near the County likely have on the College over the long-range future?

1. Population increases, expecially among the younger age groups, will put increasing pressures upon four-year colleges and universities. The first two years of undergraduate education beyond the high school will increasingly become the responsibility of two-year community colleges. (See B-1, p 3)

2. The information explosion is geometrically expanding educational needs and opportunities throughout life. As population pressures on the colleges and universities result in more selective admissions policies and greater differentiation in the direction of advanced and post-graduate education, the comprehensive community colleges will increasingly become centers for general and vocational education for a very wide range of ages and interests.

3. The accelerating rate of technological change will require larger numbers and proportions of skilled workers in industry and commerce. Need for training beyond the high school will expand enormously, as will the need for periodic updating and upgrading of vocational skills. The comprehensive community college is uniquely adapted to respond to these needs. (Possibilities for more productive collaboration with industry should also vigorously be pursued with consideration for industry's needs and standards.)

4. Increasing urbanization will absorb large amounts of land and lead eventually to high rise developments along planned corridors. Planning and site acquisition for future community college campuses and sub-centers will have to keep pace (see B-5, p.4). Consideration should be given to the development of a long-range capital improvement program consistent with other recommendations on programs and facilities in this report.

5. Increasing urbanization and the development of metropolitan rapid transit systems, which will greatly increase area population mobility, will be paralleled by increases in regional planning in political, economic, educational, and social spheres. Comprehensive community colleges which are funded, administered, and offer programs on a bi-county or regional basis are in the foreseeable future in the greater metropolitan Washington area and already exist in other localities (e.g., Chesapeake Community College, Centerville, Maryland, serving Caroline, Kent, Queen Annes and Talbot counties).

6. The comprehensive community college should be able to respond promptly and flexibly to economic and social changes in the community and the metropolitan area. This responsiveness to change on an institutional scale can be made efficient and discriminating by:

   (a) Periodic reassessments of needs, through a variety of surveys, advisory groups, etc.;
   (b) Administrative flexibility, particularly in the initiation of short-term, special, and innovative programs (see D-2, p.7);
   (c) Evaluation and re-evaluation of commitments, through periodic testing and research and development programs;
   (d) Public relations, through which liaison between the College and the community can be strengthened;
   (e) Coordination, through which cooperative relations with other educational institutions and community agencies can be maintained (in areas such as overlapping of courses or services, policies toward student admissions and exchanges, fees, etc.).

7. The Committee commends the College's present tuition policy of one-third contribution from the student, one-third from the County, and one-third from the State. It urges that Montgomery County's State and local legislators and officials look upon this tuition-sharing as a matter of fixed proportions rather than fixed dollar allotments. The Committee also feels that adequate provisions for the funding of scholarships should be developed, so that no student will be denied admission to the College because of inability to pay his share of his tuition.

8. The Community Services Program historically has been self-supporting, and should within reason continue to be so funded. Fees (if any) for small voluntary organizations should be within practical reach of their budgets. The Committee feels that the College should encourage and facilitate community use of its resources in every possible way.

   The Director of Community Services should therefore be empowered and instructed to:

   (a) Promote and facilitate the maximum community use of the College's physical facilities in coordination with faculty and community groups;
   (b) Initiate, assist in the development of, and cooperate in publicizing the offerings, events and activities of the Community Services Program;
   (c) Act as an intermediary between business, professional, occupational or community groups and appropriate College departments or faculty members to initiate or develop special courses, seminars, workshops etc., that answer to the former's particular educational needs.

   The Director will need adequate staff, funding, and faculty support if an effective Community Services Program is to become a reality.

D. <u>What effect should changes in the philosophy of learning and in instructional approaches have on the development of the College in the foreseeable future?</u>

1. The Committee fully endorses the concept of a comprehensive community college with an open-door admission policy.

   The open-door admission policy affirms the College's intention to offer educational programs and services beyond the high school for all who desire and can profit from them, with as few restrictions upon eligibility as are compatible with law, efficiency, and community acceptance. The College will therefore seek to serve:

   (a) Young people embarking upon a traditional four-year college program, general or pre-professional;
   (b) Young people seeking an Associate in Arts degree in an occupational area;

(c) Young people seeking to prepare themselves for employment in specific occupations;
(d) Young people who need remedial or developmental education in order to achieve success in the College program;
(e) Adults who desire to expand, upgrade, or update their educational or occupational competence through one or more credit or non-credit courses;
(f) Organizations and groups in business, industry, technology, service occupations, etc., with specific occupationally-oriented needs and interests;
(g) The wider community, through facilities, programs, and services in educational, cultural and recreational areas.

The program of the comprehensive community college should embrace five functions (the latter four of which, in the opinion of the Committee, merit greater emphasis at MJC):

(a) A Transfer Program -- The first two years of a traditional four-year college program.
(b) A General Education Program -- non-vocationally oriented, leading to:
    (1) The A.A. degree;
    (2) Educational or cultural enrichment, for credit or non-credit, according to individual needs, interests, and abilities;
(c) An Occupational Program -- vocationally oriented, leading to:
    (1) The A.A. degree;
    (2) Certification of proficiency;
    (3) Upgrading or updating, for credit or non-credit, of specific vocational skills.
(d) A Student Personnel Services Program -- including:
    (1) Testing, guidance, and counseling toward wise educational and vocational choices and the selection of appropriate college courses and programs;
    (2) Information about careers, jobs;
    (3) Concern for student affairs and extra-curricular activities
    (4) Assistance with job selection and placement;
    (5) Supervision of student personnel information and records;
    (6) Transfer requirements for programs at other institutions.
(e) A Community Services Program -- broadly and flexibly including:
    (1) Provision of physical facilities for community events and activities (e.g., dance, drama, symphony, athletic events);
    (2) Co-sponsorship of community events and activities with other agencies and institutions (e.g., concert and lecture series);
    (3) Educational services (e.g., short courses, conferences, symposia);
    (4) Cultural and recreational programs and activities (e.g., lectures, concerts, films, exhibits, community music and choral groups, science programs for local school children, spectator sports, adult physical fitness programs).

2. The College's enrollment is going to expand rapidly, and its student population is going to become increasingly heterogeneous. Severe shortages of qualified teachers may be anticipated, at least in some areas. Numbers of students coming to the College will not previously have experienced any great degree of success in traditional high school programs.

   New approaches to instruction will be in order in addition to traditional teaching techniques. A variety of auto-tutorial or self-teaching methods is being used around the country now, ranging from the relatively simple individual study carrel which is wired for tape recorder and film strip projector, to sophisticated audio-visual or information retrieval equipment, to still highly experimental and enormously expensive computer-assisted instruction. Teaching materials such as tapes, films, and programmed texts are increasingly available in support of auto-tutorial programs. Extensive application is possible in these programs of the concepts of self-pacing, self-study, and credit by examination without reference to hours spent in the classroom. For many students, such new approaches may prove the keys to more successful learning and a new interest in education.

   The College should also seek to develop collaborative efforts with other area institutions that have an enduring interest in education and unique educational facilities and staff (e.g., the National Institutes of Health; The Smithsonian Institution).

3. Rapid changes in job technologies and educational expectations in the community will require great institutional flexibility and a deliberate willingness to adapt to change. The College will need, for example, to:

   (a) Streamline the initiation, planning, clearance and implementation of new courses, programs and activities;
   (b) Periodically review and phase out obsolete offerings;
   (c) Periodically review and evaluate teaching effectiveness;
   (d) Eliminate or simplify much of the "red tape" now involved in student admission and registration procedures, through:
      (1) "Walk-in" registration for non-credit courses, particularly for adult students;
      (2) Alternatives to formal course prerequisites for admission to credit courses, such as equivalency examinations and/or liberal professorial waiver of prerequisites;
      (3) Abolition or modification of requirements for high school transcripts or clearance by Student Personnel Services for adult students taking credit courses;
      (4) Consideration of the possibility of off-campus registration centers for "walk-in" students in credit and non-credit courses
      (5) More opportunities to audit credit courses contingent upon the size of class enrollments;

(6) Efficient recording and retrieval of student personnel information.

4. The potential for individual alienation is always present in large and rapidly growing institutions. Antidotes for student alienation include:
   (a) The availability of highly professional student personnel services (guidance and counseling);
   (b) The development of a sense of community on each campus through good library resources and student center facilities, pleasant places to study, gather, eat, etc.;
   (c) Administrative encouragement of reasonable differences in program emphasis and teaching methods on each campus;
   (d) Participation by student representatives in the planning of College purposes and programs by faculty committees and other advisory groups.

5. Faculty members will also need to be involved in campus decision-making, to maintain a sense of freshness and commitment as community college teachers, and to have opportunities for self-renewal as scholars and professionals. These needs may be met through:
   (a) Travel to other educational institutions;
   (b) Consultants, particularly on community college problems and issues;
   (c) Faculty exchanges with other community colleges;
   (d) Separate faculty departments on each major campus;
   (e) Opportunities to grow in scholarship in one's own field;
   (f) Scholars in residence;
   (g) Good inter-campus communication;
   (h) Periodic re-examination of instructional organization and functions, with a view toward adapting them to changing educational needs and objectives.

6. Expansion of the College's functions will require the community's understanding and support of what the College is and does through more and better public relations. This understanding and support may be mobilized through:
   (a) Greatly improved liaison with:
      (1) Business, industry and service groups;
      (2) County and State government;
      (3) Local, State and Federal employment agencies;
      (4) MCPS high school counselors;
      (5) Council of Student Governments (high school);
      (6) County civic, professional and cultural groups;
      (7) Other area educational institutions and agencies.
   (b) Encouragement of the use of College facilities as foci of community activities (see C-8, p.6).
   (c) Sponsorship by the College of workshops and seminars on local government, community problems, and community action.
   (d) Participation by the College in efforts toward the solution of community problems (e.g., air pollution, land use, government reform).

7. The Committee further recommends that the College's name be changed, from Montgomery Junior College ("Junior" implies "little" or "less than") to Montgomery College: Rockville (MCR), Montgomery College: Takoma Park (MCTP), etc. The Committee feels that the name Montgomery College is both dignified and properly descriptive. Elimination of the words "Junior" or "Community" has ample precedent around the country ("Community" has much the same connotation as the word "Junior"). Adding its location to the College's name and acronym immediately identifies each campus, and emphasizes its individuality.

   The changing of the College's name might be made the occasion for a major public relations effort in the community.

8. The Committee recommends that consideration be given in the long term to the establishment of a separate Board of Trustees for the College, since the College is a separate institution with its own philosophy and functions and not an extension of the Montgomery County Public Schools through grades 13 and 14. For the time being, until the College is much more widely known and integrated into the community, its financial support is sheltered by its association with the MCPS. The Committee recognizes, however, that constructive attention to the affairs of the College requires an enormous amount of time and attention, and that the Board of Trustees as presently constituted frequently finds itself overburdened by its dual responsibilities to the College and the MCPS. For these reasons, public representation in policy-making for the two educational systems might be strengthened in the future by the establishment of separate Boards.

E. What types of programs, both credit and non-credit, should the College develop over the next three decades?

It is far more important to preserve the College's flexibility and responsiveness to changing needs than to set forth specific program requirements. However, some general guidelines can usefully be stated:

1. The College's transfer program now enrolls about 50-55% of its students, and will continue to be of major importance to Montgomery County residents. It has a good academic reputation as evidenced by the caliber of four-year colleges and universities which have accepted MJC students. The faculty is justly proud of MJC's transfer program, and its quality and standards should be maintained.

2. The College's occupational or career program now enrolls about 20-25% of its students. All except one of the occupational programs is a specific two-year sequence leading to the A.A. Degree. (The exception is a one-year secretarial "certificate" program, which is essentially the occupational half of a regular two-year sequence.) Students may not now enroll in separate occupational courses at MJC unless they can qualify for admission in the category of "special student."

The Maryland State Board of Education presently requires that occupational programs for the A.A. degree must include 40% of course credits in general education. At MJC these courses are the same as those in the transfer curriculum, and of the same order of difficulty. Thus the young person who is preparing to be a dental assistant or an electronics technician will be required to pass the same English course as would be accredited by an Ivy League College. The State Board of Education originally designed the 40% requirement in general education to minimize loss of credits in changing from an occupational to an academic program. This provision does preserve and encourage an occupational student's option to continue his education in a four-year academic program. However, it also probably serves to discourage or exclude many students who are simply not academically oriented. The Committee feels that successes in straight occupational courses may sometimes influence students to continue their education beyond their original intentions. Even if this does not occur, however, their education will still have been an asset to the community in that they have upgraded their job capabilities and increased their potential earning capacity.

The Committee therefore recommends that the College, in cooperation with local business and industry, expand its occupational program in the direction of more "certificate," "letter of recognition," and non-credit programs and courses, both for young people who are newly preparing for the job market, and for adults who wish to update or upgrade their skills. Efforts should be made to interest the State Board of Education in endorsing and supporting such programs.

3. The general education program should introduce both credit and non-credit courses at different levels of proficiency, to appeal more broadly to Montgomery County residents who are seeking to fulfill their own educational interests and aspirations, but not to meet degree requirements. Duplication of courses offered in the MCPS Adult Education Program can be minimized by good coordination and an awareness of the distinguishing facilities and resources of the College. Duplication is not a problem when it is addressed to geographic needs or high enrollments.

   Eligibility for admission to credit courses, particularly for adult and special students, should be established through completion of prerequisite courses or equivalency examinations or more liberal professorial waiver of prerequisite requirements. Receipt of credit or certification should still depend on meeting appropriate standards of performance.

4. Better and more responsive liaison, and joint planning with business, industry, professional, occupational and community groups, should result in:
   (a) The expansion of special, "packaged," self-supporting programs offered on a contract basis either on or off campus;

(b) Special short courses tailored to specific occupational or community needs or interests, under the College's leadership;
(c) Participation by the College in local or regional activities initiated or sponsored by other educational institutions or community agencies.

Consideration should also be given to "nodal" (small, rented, borrowed or mobile) facilities, extension-type offerings and/or home study programs that might have wide appeal to women and local community groups. Evening and weekend courses may be equally appealing to people who are employed full-time. Such programs should be approached on a flexible, "pilot" basis, and be expanded or abandoned on the basis of community response. (See C-8, p. 6.)

5. A broad system of advisory committees in occupational areas should be established. These advisory committees should include employers, technical experts, faculty members, and students. They should provide information, advice, and feedback on:
(a) Changes in occupational requirements;
(b) Employment needs and opportunities;
(c) Specialized facilities and equipment;
(d) Cooperative work programs;
(e) Development of stronger College programs;
(f) Long-range occupational projections.

Similar advisory committees in cultural areas and community activities should also be explored.

6. Support for a strong program of research and development will be essential in a period of expansion and change. When the College contemplates or experiments with a new program or activity it should know:
(a) What are its objectives?
(b) Are they measurable?
(c) To what extent have they been met?
(d) What is the ratio between cost and achievement of objectives?

Such criteria should also be applied to the R & D program itself.

F. <u>What special services should the College provide for its students and the community in order to fulfill its objectives as the College develops over the long-range future?</u>

These questions have already fully been answered. The answers are best outlined in the description of a comprehensive two-year community college with an open-door admission policy (see D-1, p. 6).

G. <u>What are the likely needs for site acquisition over the next several decades?</u>

H. <u>What facilities should be planned to meet the educational needs of the community over the next several decades?</u>

(Questions G and H have been combined because they are so closely interrelated.)

Enrollment Projections for MJC

1. Enrollment projections by Odell MacConnell Associates in 1966 predicted an increase of from approximately 5000 full-time equivalent (FTE) students in 1968 to 20,975 in the year 2000. These figures represented a proportionate enrollment increase in the 18-21 year age group of from about 1 to 2% of Montgomery County's total population; in the over 21 age group, from about 0.6 to 0.7%.

TABLE III. MONTGOMERY JUNIOR COLLEGE ENROLLMENT PROJECTIONS* 1967-2000

Year	Enrollment Potential	Full-Time	Part-Time	FTE
1967**	5,041	2,799	2,242	3,732
1968	6,563	4,069	2,494	4,791
1969	7,259	4,573	2,605	5,335
1970	8,250	5,280	2,970	6,188
1975	11,950	8,365	3,585	8,963
1980	15,671	10,970	4,701	11,752
1990	23,397	16,378	7,019	17,547
2000	27,967	19,577	8,390	20,975

*From Odell MacConnell Associates, Inc., corrected for actual enrollments. **Actual.

2. If the College develops and expands its role as a truly comprehensive community college, however, as this Report recommends, future enrollments could conceivably reach as high as 5% of the County's population (See B-1,2, pp. 1,3). In view of this possibility, additional sites should be acquired at the earliest possible date in order to minimize land costs. The Committee recommends the funding of these purchases through such devices as the Advanced Site Acquisition Fund or the County Land Bank.

Facilities

3. The Committee recommends that College facilities should be designed and constructed for maximum flexibility, so that each site potentially could absorb a considerably larger enrollment than might originally have been planned. Large campuses (7500 FTE students) would permit economies in operating expenditures through more efficient use of staff and equipment. Separate but adjoining campuses (5000 FTE students each) would permit economies in capital expenditures through the shared use of single, large facilities: a library, auditorium, stadium, etc.

The Committee discovered no convincing evidence against large campuses (more than 5000 FTE students) per se; certainly not in terms of instructional or esthetic values. Several Committee members expressed concern, however, for the protection of some personal values which are easier to adhere to on smaller campuses: e.g., good communications; access between faculty and students; opportunities to identify with the campus as one's own community, etc.

4. Community colleges in the future will be using new teaching and learning techniques, including auto-tutorial and multi-media instruction (see D-2, pp. 7 and 8). Facilities should be flexibly designed and wired for heavy power demands in anticipation of such uses.

   Every major campus should offer a comprehensive program, but should not necessarily be the same as every other in terms of size, design, teaching style or methods, special programs, etc. Programs which are expensive to operate or require expensive equipment should be concentrated on one campus.

   Buildings can be planned so that departments in a particular academic and occupational "cluster" have some physical relationship to each other. Thus mathematics, physics, engineering, electronics technology, and computer science and technology might advantageously be grouped on several floors of the same wing or building. This "sandwich concept" would help to minimize social and psychological distances between transfer and occupational students. It would also provide a useful exchange, for both faculty and students, between related theoretical and applied fields. A systems-analysis approach to the inter-departmental flow of students on a campus might be a useful adjunct to the design of new facilities.

   Off-campus minimum facilities should be considered for special purposes related to specific occupational programs (e.g., classes for airplane mechanics conducted at the local airpark).

5. In summary, every major campus should be characterized by:

   (a) Fairly intensive use of land other than that required for parking.
   (b) Efficient, flexible design, planned for:
       (1) Ease in expanding building capacity;
       (2) Adaptability to innovative teaching methods and equipment;
       (3) Total community use.

   The College should then be charged to pursue to the fullest the maximum use of its facilities through careful scheduling, matching of enrollment to room capacity, increased hours of utilization, etc.

Site Acquisition

6. By the end of the century, a total of at least three major campuses (5000 FTE students or more) will be required to serve Montgomery County's needs.

   In the selection of any campus site, seven variables should be considered:
   (a) Ability to meet the educational needs of MJC students;
   (b) Size (room for major facilities to serve the community);
   (c) Cost;
   (d) Size of the population potentially to be served;
   (e) Accessibility to that population (automobiles will be the major mode of transportation for students for the foreseeable future);
   (f) Availability (timing and ease of acquisition);
   (g) Physical suitability of the site (soil conditions, sewer facilities, water and power, etc.).

7. First priority should be given to a major down-County campus to serve the Silver Spring-Wheaton-Takoma Park-Bethesda area. (See Table IV, p.17).

The Takoma Park Campus

On the debit side, the present Takoma Park Campus is very small, (seven acres). If it is to serve a sizeable enrollment in excess of its present capacity of 1200 FTE students, it will have to be developed as a high-rise facility. In this event, the present library and science buildings, although relatively new, will not be adequate to serve a large enrollment. Many of the buildings are old and so dilapidated that they cannot be freely utilized. Student parking is now and will continue to be a serious problem, even if additional land around the present site can be acquired. (The only potentially available adjacent land extends North and East from the College to Philadelphia Avenue, or West into Jessup Blair Park.) The obvious solution is high-rise parking, but this is expensive to build and to guard properly (vandalism and threats to personal safety have been problems in other public high-rise parking facilities).

On the credit side, the Takoma Park Campus is centrally located in a densely populated area, and stands alongside what will probably become a major rapid transit intersection. The Board of Trustees already owns the site. The science building is modern and well equipped. (The library, built in 1958, is already too small for both adequate reading space and book storage.) The Takoma Park facility, formerly the Bliss Electrical School (circa 1908), has been used as an MJC Campus for 18 years and is affectionately regarded by a good many area alumni.

If the Takoma Park Campus is not designated as the major down-County campus, it should be considered for a special purpose campus, and in the long-range view as a regional facility with the District of Columbia and Prince Georges County (with admissions priority for Montgomery County students as long as needed).

Alternatives to the Takoma Park Campus

Other possible sites for a major down-County campus are:
(a) The University of Maryland Agricultural Research Farm (on the Prince Georges County line north of White Oak);
(b) Sligo Golf Course (in Silver Spring, east of the intersection of Interstate 495 and Rt. 97);
(c) Forest Glen Annex, Walter Reed Army Medical Center (in Silver Spring, west of the intersection of Interstate 495 and Rt. 97).

Of the four sites under consideration, the Maryland Farm site seems most desirable in all respects except proximity to the population it must serve. The Sligo Golf Course would make an ideally located site if the land could be obtained, possibly in trade through the County Land Bank. Its size (89 acres) is identical to that of the Rockville Campus (88 acres).

8. Enrollment projections dictate that planning for a third major campus should start now. The Committee recommends the selection of a site in the Germantown area, out along the 70-S corridor. The Committee has been thinking of this site as big enough for 15,000 FTE students, possibly in three separate and autonomous colleges with shared support and community services facilities (e.g., power station, library, auditorium, stadium, etc.).

9. There has been considerable interest expressed over the last few years in a Montgomery County Performing Arts Center. This Center could most advantageously be located on the College's Rockville Campus. Land is available for it, and the central location would be attractive to the County residents. A Performing Arts Center on the campus would give major impetus to the cultural integration of the College into the community. Furthermore, if the Center is built on College grounds, as part of the College's educational program, 50% of its construction costs can be obtained through State aid.

TABLE IV

Sites under consideration for a major down-County campus

	Ability to meet needs	Size	Cost	Size of population to be served	Accessibility to that population	Availability	Physical characteristics
Maryland Agricultural College	Good	Ideal	Good	Potentially large but not locally concentrated	Fair	Good	Topography good, subsoil?
Sligo Golf Course	Good	Good (89 acres)	Only obtainable in trade; then good	Dense	Good	?	Topography good, subsoil ?
Takoma Park Expanded	Fair	Fair to Poor	Fair. Cost per unit high but not too much land to acquire	Dense	Good	Good if condemned; a problem if negotiated	Subsoil? Probably OK
Takoma Park as is	Poor	Poor	Good. Have land. Costs for building only	Dense	Good	Owned by Board of Trustees	Subsoil? Probably OK
Walter Reed Annex	Good?	Good?	?	Dense	Good	?	?

APPENDIX I

Members of Community Advisory Committee
For a Master Plan for Montgomery Junior College

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Housewife
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Dr. Elizabeth C. Wilson
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Rockville, Maryland 20850

APPENDIX II

Consultants

October 26, 1967	-	Mr. Henry Hilburn Director, Division of Planning Montgomery County Public Schools
	-	Mr. Richard Tustian Associate Director of Planning for Montgomery County Maryland-National Park and Planning Commission
November 21, 1967	-	Dr. Albert Canfield Vice-President, Oakland Community College Bloomfield Hills, Michigan
December 12, 1967	-	Dr. Ervin L. Harlacher Vice-President, Oakland Community College Bloomfield Hills, Michigan
	-	Mr. Philip Baldridge Associate Dean of Students Montgomery Junior College Rockville, Maryland
January 15, 1968	-	Dr. John E. Tirrell President, Oakland Community College Bloomfield Hills, Michigan
February 15, 1968	-	Dr. Joseph P. Cosand President, The Junior College District of St. Louis St. Louis, Missouri
February 29, 1968	-	Dr. William C. Strasser President, Montgomery Junior College Takoma Park - Rockville, Maryland

APPENDIX III (a)

CURRENT

PROFESSIONAL SALARY SCHEDULE - 10 Month

FY 1968

($588 Base)			A	B	C	D	E
Grade		ND	BA	BA+15	MA	MA+30	Doctor's
Step							
1	Index		1.00	1.05	1.12	1.20	1.30
	Salary	$4,600	$5,880	$6,174	$6,586	$7,056	$7,644
2	Index		1.06	1.11	1.19	1.27	1.38
	Salary	4,800	6,233	6,527	6,997	7,468	8,114
3	Index		1.12	1.17	1.26	1.34	1.46
	Salary	5,000	6,586	6,880	7,409	7,879	8,585
4	Index		1.18	1.23	1.33	1.41	1.54
	Salary	5,200	6,938	7,232	7,820	8,291	9,055
5	Index	1.00	1.24	1.29	1.40	1.48	1.62
	Salary	5,880	7,291	7,585	8,232	8,702	9,526
6	Index	1.05	1.30	1.35	1.47	1.55	1.70
	Salary	6,174	7,644	7,938	8,644	9,114	9,996
7	Index	1.10	1.36	1.41	1.54	1.62	1.78
	Salary	6,468	7,997	8,291	9,055	9,526	10,466
8	Index	1.15	1.42	1.47	1.61	1.69	1.86
	Salary	6,762	8,350	8,644	9,467	9,937	10,937
9	Index	1.20	1.48	1.53	1.68	1.76	1.94
	Salary	7,056	8,702	8,996	9,878	10,349	11,407
10	Index	1.25	1.54	1.59	1.75	1.83	2.02
	Salary	7,350	9,055	9,349	10,290	10,760	11,878
11	Index	1.30	1.60	1.65	1.82	1.90	2.10
	Salary	7,644	9,408	9,702	10,702	11,172	12,348
12	Index	1.35	1.66	1.71	1.89	1.97	2.18
	Salary	7,938	9,761	10,055	11,113	11,584	12,818
13	Index		1.72	1.77	1.96	2.04	2.26
	Salary		10,114	10,408	11,525	11,995	13,289
14	Index		1.78	1.83	2.03	2.11	2.34
	Salary		10,466	10,760	11,936	12,407	13,759

APPENDIX III (b)

CURRENT

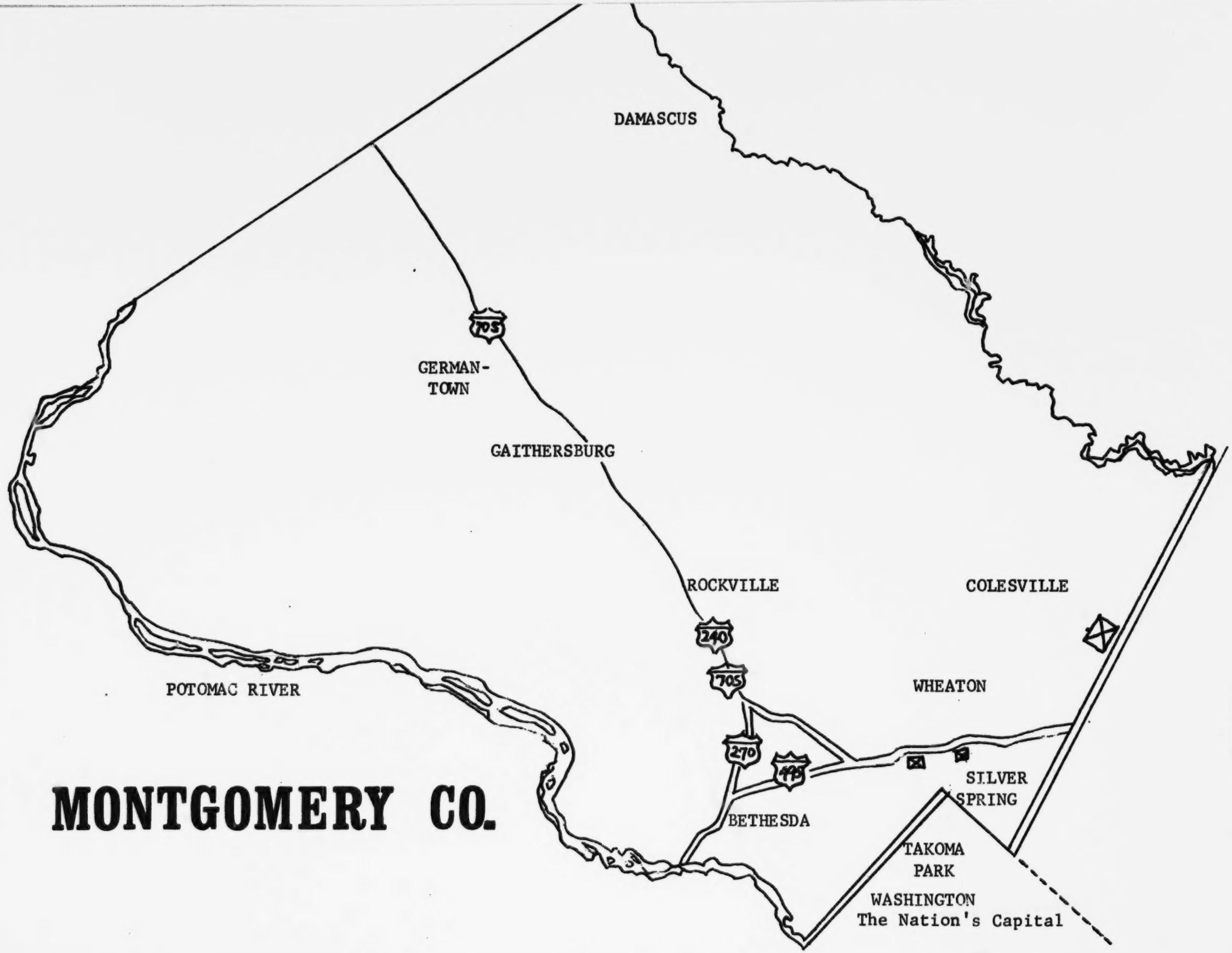
PROFESSIONAL SALARY SCHEDULE - 10 Month
MONTGOMERY JUNIOR COLLEGE
FY 1969
Approved by Board of Trustees to be Effective July 1, 1968

($634 Base) Grade / Step		ND	A BA	B BA+15	C MA	D MA+30	E Doctor's
1	Index		1.00	1.05	1.12	1.20	1.30
	Salary	$4,600	$6,340	$6,657	$7,101	$7,608	$8,242
2	Index		1.06	1.11	1.19	1.27	1.38
	Salary	4,800	6,720	7,037	7,545	8,052	8,749
3	Index		1.12	1.17	1.26	1.34	1.46
	Salary	5,000	7,101	7,418	7,988	8,496	9,256
4	Index		1.18	1.23	1.33	1.41	1.54
	Salary	5,200	7,481	7,798	8,432	8,939	9,764
5	Index	1.00	1.24	1.29	1.40	1.48	1.62
	Salary	6,340	7,862	8,179	8,876	9,383	10,271
6	Index	1.05	1.30	1.35	1.47	1.55	1.70
	Salary	6,657	8,242	8,559	9,320	9,827	10,778
7	Index	1.10	1.36	1.41	1.54	1.62	1.78
	Salary	6,974	8,622	8,939	9,764	10,271	11,285
8	Index	1.15	1.42	1.47	1.61	1.69	1.86
	Salary	7,291	9,003	9,320	10,207	10,715	11,792
9	Index	1.20	1.48	1.53	1.68	1.76	1.94
	Salary	7,608	9,383	9,700	10,651	11,158	12,300
10	Index	1.25	1.54	1.59	1.75	1.83	2.02
	Salary	7,925	9,764	10,081	11,095	11,602	12,807
11	Index	1.30	1.60	1.65	1.82	1.90	2.10
	Salary	8,242	10,144	10,461	11,539	12,046	13,314
12	Index	1.35	1.66	1.71	1.89	1.97	2.18
	Salary	8,559	10,524	10,841	11,983	12,490	13,821
13	Index		1.72	1.77	1.96	2.04	2.26
	Salary		10,905	11,222	12,426	12,934	14,328
14	Index		1.78	1.83	2.03	2.11	2.34
	Salary		11,285	11,602	12,870	13,377	14,836

Longevity Payments - Faculty on schedules A-E are eligible for longevity payments as follows:

Longevity I-10th creditable year with MJC and/or MCPS, 19th year total
Longevity II-15th creditable year with MJC and/or MCPS, 24th year total
Longevity III-20th creditable year with MJC and/or MCPS, 29th year total

Longevity payments determined by multiplying the index figure .05 by the established base.


DAMASCUS
GERMAN-
TOWN
GAITHERSBURG
ROCKVILLE
COLESVILLE
WHEATON
POTOMAC RIVER
SILVER
SPRING
BETHESDA
TAKOMA
PARK
WASHINGTON
The Nation's Capital
MONTGOMERY CO.

MONTGOMERY COUNTY HIGH SCHOOL GRADUATES - June, 1967

High School	# Attending MJC	# Attending U. of Md.	% of Total Attending MJC	% of Total Attending U. of Md.	% of Total Attending Degree-Granting Inst.
1. Poolesville	11	1	16.9	1.5	35.0
2. Richard Montgomery	141	39	24.2	6.7	50.3
3. B.C.C.	74	97	12.5	16.4	86.7
4. Walter Johnson	97	126	13.8	17.9	79.5
5. Walt Whitman	66	85	11.0	14.1	85.7
6. Sherwood	25	18	13.2	9.5	53.7
7. Gaithersburg	57	19	17.9	6.0	39.2
8. Winston Churchill	25	28	14.5	16.2	81.5
9. Damascus	18	8	16.8	7.5	43.9
10. Montgomery Blair	147	163	21.6	23.9	68.6
11. Wheaton	158	72	23.6	10.7	50.1
12. Albert Einstein	78	84	17.5	18.8	59.0
13. Northwood	136	178	22.0	28.8	78.6
14. Springbrook	94	135	17.8	25.6	75.0
15. Robert Peary	70	68	20.0	19.4	59.1
16. John F. Kennedy	26	22	19.3	16.3	72.6
TOTAL	1,223	1,143	18.1	16.9	67.6

APPENDIX V

Cross-references and Annotated Bibliography
For the
Community Advisory Committee

(a) What will the population of the County and the metropolitan area likely be over the balance of the century?

1. Maryland-National Capital Park and Planning Commission, Information Bulletin No. 9, 1964. See pp. 2 - 3. The population estimates for the years 1970, 1980, 1990 and 2000 are given for the County as well as other jurisdictions.

2. Maryland-National Capital Park and Planning Commission, Information Bulletin No. 12, 1967. This bulletin provides the most recent population and housing data for census tracts and municipalities. Statistics for previous years appear in earlier bulletins.

3. See also materials prepared by Mr. Henry Hilburn.

4. Population Estimates, "Revised Projections of School and College Enrollment in the United States to 1985." This bulletin provides projections for the entire country. See also another page from Census Bureau appearing in Population Estimates.

(b) What influence will the age, income, geographic distribution of the population potentially have on the college for the balance of the century?

1. Odell MacConnell Associates, Enrollment Projections and Facility Requirements. See specifically pp. 3 - 6. Grouping by age is discussed here in reference to the college's potential enrollment.

2. See also MNCPP Bulletin for geographic distribution of present population and specifically Bulletin No. 9 for predictions of geographic distribution.

3. See also materials prepared by Mr. Hilburn.

4. MNCPP Germantown: Preliminary Master Plan. See specifically Chapter II, "Trends and Projections," pp. 11-19. The corridor concept is reviewed briefly here.

5. Matthew M. Witenstein, Economic Status of Montgomery County, see page 2 for changes in income, payroll, and buying power of the County. See also Witenstein Planning for People: Achieving Supply of Housing, pp. 5 - 6.

6. Montgomery County Public Schools, Long Range Planning Committee Report. See specifically "Population Distribution," and "Economic Resources."

7. A. A. Canfield, Summary of Presentation to the Community Advisory Committee. See pp. 1 and 2 for social changes to which the junior college is responding.

(c) What influence will economic and social development in and near the County likely have on the college over the long range future?

1. MCPS, Long-Range Planning Committee Report. See pp. 1 - 13. A comprehensive survey of social and economic factors is provided here.

2. Witenstein, Economic Status of Montgomery County. See pp. 1 - 5.

3. William C. Strasser, Presentation to the Montgomery County Chamber of Commerce. See this presentation for a comprehensive view of the college role in the community with specific reference to scientific and industrial fields.

4. Washington Metropolitan Area Transit Authority, Rapid Rail Transit: Plan and Program. See this report for its relation to economic and social change in the County; see specifically page 8.

5. Joseph T. Nerden, Study and Recommendations Concerning Montgomery Junior College, see pp. 13 - 17.

6. Southern Regional Education Board, Changing Patterns of College Attendance. One obvious social change is the desire to continue schooling beyond high school. This article stresses the shift in proportion as well as the over-all increase. See also "Number and Percent of Public School Graduates Continuing Education 1957 through 1966." Also see the College's "Enrollment Figures and Projections, 1967." See also Dr. Canfield's presentation about changing needs in higher education, specifically page 1.

7. Working Papers for Master Plan in Higher Education. See specifically social concept of higher education described under "Students."

8. Sun Magazine, Montgomery County's Science Center Boom. This article presents a survey of the economic and social changes brought about by the technological and scientific firms recently established in the County.

(d) What effect should changes in the philosophy of learning and instructional approaches have on the development of the college for the foreseeable future?

1. Dr. John E. Tirrell, Summary of the Presentation to the Community Advisory Committee; also, How to Run a College Without Classrooms.

2. Roger H. Garrison, American Association of Junior Colleges, 1967, Junior College Faculty: Issues and Problems.

3. The following articles distributed at the January meeting of the Community Advisory Committee should be helpful also.

Lab Lets Students Switch on Science
Total Independent Study at Oakland
Needed: Experimental Junior Colleges
Experimental Junior Colleges: Some Stirrings
Experimentation: Implications for Junior Colleges
Innovating Instruction Through Team Teaching
Kids, Computers, and Corporations
Forget the Gadgetry in Visions of Year 2000
A First Year Program - Antioch College

(e) What type of programs, both credit and non-credit, should the college develop over the next three decades?

1. Summary of Dr. A. A. Canfield's Presentation to the Community Advisory Committee at Montgomery Junior College on November 21, 1967.

2. Present and Proposed Occupational Curricular Offerings in Maryland Community Colleges, 1967. This summary allows the reader to compare occupational offerings at Montgomery Junior College with the other public junior colleges in Maryland.

3. Joseph P. Nerden, Study and Recommendations Concerning Montgomery Junior College, Takoma Park Campus, Maryland. A comprehensive study of occupational programs. See specifically pages 1 - 20.

4. C. O. Williams and Lyn A. Emerson, Report to Maryland State Board of Education on a Study of the Publicly Supported Community Colleges in Maryland. See specifically pages 18 - 47 and the conclusion on pages 48 and 49. This report presents a detailed analysis of state needs in technical training.

5. Eileen P. Kuhns and Donald E. Deyo, Technical and Semi-Professional Occupational Survey, 1963. The conclusions and recommendations arrived at in the study are on pages 9 - 28.

(f) What special services should the college provide for its students and the community to fulfill its objectives as a community college as it develops over the long-range future, e.g., counseling, testing, cultural events?

1. Ervin L. Harlacher, The Community Dimension of the Community College. This is the report which Dr. Harlacher summarized for the Community Advisory Committee at its December meeting.

2. Philip Baldridge, Presentation to the Community Advisory Committee: Student Personnel Services in the Year 2000.

3. Summary of the discussion following Mr. Baldridge's and Dr. Harlacher's presentations to the Community Advisory Committee.

4. Ervin L. Harlacher, Definition of Role and Scope of Community Service and Prospects for the Future. This paper was delivered at the June Workshop of Montgomery Junior College in 1967.

5. Charles C. Collins, Junior College Student Personnel Programs: What They Are and What They Should Be. This publication is a condensed version of a study initiated by the AAJC and the Carnegie Corporation. It is the most recent appraisal of this area.

6. The following articles distributed at the December meeting of the Committee are also helpful.

   b for Heresy Hunters
   Opportunity for Community Colleges
   Seminar in Miami

(g) What are the likely needs for site acquisition over the next several decades?
&
(h) What facilities should be planned to meet the educational needs of the community over the next several decades?

1. Study and Recommendation Concerning Montgomery Junior College, Takoma Park, Maryland. See specifically the recommendations of the study, pages 44 - 48.

2. Presentation to the Community Advisory Committee by Dr. Joseph P. Cosand.

3. Odell MacConnell Associates, Inc., Enrollment Projection and Facility Requirements. See specifically page 12 which provides a statement regarding master planning.

4. Report to the Maryland State Board of Education on a Study of the Publically Supported Community Colleges in Maryland. See especially pages 48 and 49.

5. Working Papers for Master Plan for Higher Education in Maryland. See page 2, "Plan for Undergraduate Enrollment." A specific reference is made regarding site selection. See also the paper on "Facilities."

6. Joint Committee for the Study of Takoma Park. This report was delivered to the Board of Trustees of the College.

7. The following articles which were distributed to the Committee at the February meeting are helpful in understanding the problems involved in site selection and facility design.

Analyzing Master Plan Influence
The Architect: Planning Partner
The Demands of Effective Site Selection
Designed for Diversity
Educational Buildings
Urban Community Colleges Go Multi-Campus
Flying a College on the Computer
How to Organize for Facilities Planning
People, Processes & Time = Facilities
Specialized Facilities for Junior Colleges

APPENDIX VI

SUMMARY OF COMMENTS AND SUGGESTIONS OF PARTICIPANTS IN THE COMMUNITY CONFERENCE, MONTGOMERY JUNIOR COLLEGE
JUNE 15, 1968

I. Various discussion groups specifically affirmed recommendations made in the Interim Report of the Community Advisory Committee:
   1. The open-door admission policy; the concept of the "comprehensive community college." Support for the wide-spread integration of the College into the life of the community was very generally expressed. (See D-1, p. 6.)
   2. The change of name proposed for MJC. (See D-7, p.9.)
   3. The need for additional campus sites. (See B-5, p.4; GH-6, 7, 8, pp. 14-16.)
   4. The need for administrative flexibility in developing and introducing new programs. (See C-6, p. 5; D-2, 3, pp. 7-8.)
   5. The concept of continuing education for adults in the community college setting. (See B-2, p.3; C-2, 3, pp. 4-5.) One participant suggested the name "Division of Continuing Education" for programs inviting adult registrants, especially in vocational-technical areas where job obsolescence in rapid.
   6. Extensive use of advisory committees. (See E-5, p. 12.) It was further emphasized that these advisory committees would also play an important role in public relations for the college

II. Many Conference participants emphasized the need for greatly expanded public relations efforts on many levels to inform the community about the College's programs, activities, and aspirations. Specific suggestions were to:
   1. Take the initiative in developing College offerings that have wide community appeal. Identify popular College courses, programs and activities and publicize them.
   2. Sponsor an annual MJC Open House and Career Day.
   3. Emphasize the fact that many College programs are self supporting and do not require greater tax expenditures.
   4. Expand the system of advisory committees.
   5. Establish strong liaison programs with area high school counselors. Schedule annual seminars or workshops at MJC for high school counselors.
   6. Enlist the help of area employers in surveying County manpower needs. (Some employers already do this, and have offered to make their information available to the college.)

7. Develop cooperative work programs in community services areas, especially in those relating to children and young people.
8. Encourage involvement of County organizations through the sponsorship of additional scholarships.
9. Produce our own short (30 minute) film about MJC, similar to the highly praised film on the Michigan Community College Program that was shown to Conference participants.

III. Some Conference groups asked about programs and activities that are already going on at MJC, or are already projected. Some of those mentioned were:
1. A math course at the sub-professional level for Army Map Service.
2. The Rockville Campus program in Printing Technology.
3. An off-campus contract program for the National Bureau of Standards at Gaithersburg.
4. Real estate courses in cooperation with the Montgomery County Board of Realtors.
5. Weekly evening sessions on the Analysis of Urban Crises, open to high school and college students and adults.
6. Use of the Planetarium on the Takoma Park Campus by school and community groups.
7. Cooperation between the School of Nursing and area hospitals and nursing homes.
8. A 1968 Summer Institute in Radiation Biology for the in-service training of teachers.

IV. Many suggestions were offered by Conference participants, either as new possibilities or in support of recommendations in the Interim Report. Some of these were:
1. Aggressive development of programs (short courses, seminars, workshops) addressed to local needs, based on surveys of community agencies and employers.
   (a) In education:
       Classroom aides
       People to work with handicapped children
       People to work with retarded children
       Counselors
   (b) In health services:
       Laboratory technicians
       Radiation technicians
       Medical secretaries and records librarians
   (c) In management:
       Investments
       Real Estate
       Finance

(d) In clerical occupations (several participants observed that most high school graduates are not yet good enough clerks and typists for the needs of local businessmen.)
(e) In vocational-technical areas (some of which might be particularly attractive to students who have not been successful in high school):
Skilled trades
Auto mechanics
Appliance repair

2. Expansion of week-end, night, and summer courses.
3. Recruitment of experts and professionals on a part-time basis from the community as well as the faculty for special seminars and short courses on or off campus.
4. Combined contract programs in which level businesses would share the costs of what one alone could not afford.
5. Arrangements with local businesses and industries to hire their skilled employees as teachers, part-time in the classroom, part-time on the job, especially in cooperative work programs.
6. Cooperative work programs modeled after those at colleges like Antioch, in which alternate semesters might be spent in school and on the job.
7. Orientation courses on Montgomery County: its government; its people; its institutions -- a local version of a political science seminar.
8. Programs in cooperation with the District of Columbia and Prince George's County, perhaps through representation on a joint council, through which exchange arrangements might be worked out or metropolitan area plans developed.

V. A number of questions appeared often enough to merit special attention. These were:

1. Q. How do transfers from MJC fare? Do they lose credits when they transfer to other institutions?
A. MJC students are accepted by many fine colleges and universities, among them our most prestigious, although for reasons of economy and proximity the majority go on to the University of Maryland and other area institutions. Studies show that the average grades they get there are as good or better than those of students who began as freshmen at the transfer institutions.

As a general rule, MJC's credits do transfer to other institutions. This depends in part on good planning and good counseling; a student should take at MJC those courses which are applicable to the

major or pre-professional program he intends to pursue at the transfer institution. On the average, only two or three out of 60 or 70 credits are lost when a student transfer to the University of Maryland.

2. Q. Will the open door admission policy dilute MJC's academic standards?
   A. No. Admission to credit courses will still depend on having met prerequisite requirements or their equivalent, and the granting of credit will still depend on meeting appropriate standards of proficiency for the course. However, a course in a particular subject area can be offered at several different levels of proficiency, depending on whether it is part of a credit, non-credit, or certificate program. (See E-2, 3, pp. 10-11.)
3. Q. How many of our Montgomery County Public School graduates go on to MJC?
   A. About 18%. (See Appendix IV, p.28.) More Montgomery County Public School graduates now go directly to MJC than to the University of Maryland.
4. Q. What are the differences between MJC's courses and those offered by the Montgomery County Adult Education Program? Do they overlap?
   A. The State pays a proportion of the costs of MJC's credit programs. MJC's non-credit offerings and the Adult Education Program are both self-supporting.
   MJC's courses are likely to be more academically oriented or technically sophisticated because of the availability of college-level faculty and facilities. Some overlap may occur, however, especially where the demand in a particular subject area is high, or where geographic considerations may prompt some neighborhood groups to turn to the Adult Education Program and some to the College. In general, good coordination between the College and the Adult Education Program is the best way to insure against unnecessary duplications of effort. (See E-3, p.11.)
5. Q. How will the proposed Cultural Center be governed, and by whom?
   A. Probably by an advisory board representing all of the major groups in the County whose interests and activities would be served by the Center. Such a board would undoubtedly be instrumental in developing broadly acceptable policies for the Center's use. It would also protect against domination, exploitation, or censorship by any one group.
6. Q. With all our emphasis on technology and the rapidity of technological change, the behavioral sciences are often sadly neglected. Will the College also concern itself with the nature and quality of human relationships?

A. Courses in such areas as psychology, management, child development, political science, and the health sciences are all basically addressed to human needs and relationships. The College will endeavor wherever possible to bring together qualified faculty and interested citizens for the purpose of studying.

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